

EDUCATIONAL, VOCATIONAL, AND PERSONAL-SOCIAL
GUIDANCE INFORMATION IN SELECTED JUNIOR
HIGH SCHOOL SOCIAL SCIENCE TEXTBOOKS

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Master of Science in Education

by
John C. Young
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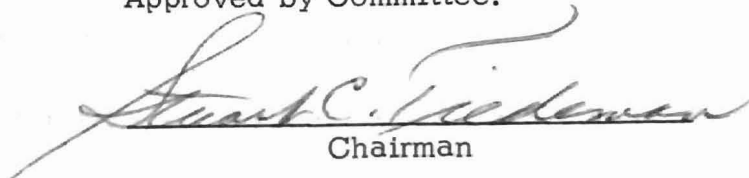
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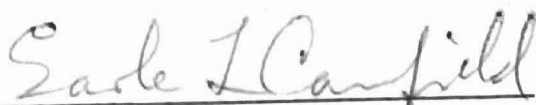
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Approved by Committee:


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CHAPTER I

INTRODUCTION

The functions of guidance in the modern junior high school are many, but certainly the information service is one of the most important. It is through this service that children can be helped to solve their educational, vocational, and personal-social problems. Since one of the major purposes of education today is to help the student become more self-directed, an increasing responsibility has been placed on the guidance program at all levels. The key person in helping these students become more self-directed and also the key to the success of a good guidance program is the classroom teacher.¹ Therefore, adequate and proper instructional information must be available if the teacher is to perform this task successfully.

I. THE PROBLEM

Statement of the problem. With a greater emphasis on guidance in modern education, many guidance functions have become the responsibility of the classroom teacher. Curriculum materials in social science must provide guidance information for the total

¹Merle M. Ohlsen, Guidance an Introduction (New York: Harcourt, Brace & World, 1955), p. 7.

development of young adolescents. It was the purpose of this study to analyze selected junior high school social science textbooks and to assess their educational, vocational, and personal-social guidance value to the teacher, the student, and the total guidance program.

Importance of the study. Guidance is a vital part of every school program. In this modern, complex society the information service has become very important. It is paramount that all students be given the best possible information to help them plan their educational and vocational futures. These same children must also be aided in achieving optimum social and personal adjustment while still in school. Since it is impossible for the guidance counselor at the present time to schedule daily individual conferences with his counselees, a large part of the information service must be handled by the classroom teachers. Since the teacher must present vocational, educational, and personal-social information to the students, it is important that this information be made available for classroom use. It then becomes important for the teacher to know what textbooks are best suited to provide guidance information to her students. The social science curriculum is well suited for the distribution of educational, vocational, and personal-social information. Many objectives of social science are similar to those of the information service in guidance.

II. DEFINITION OF TERMS

Curriculum materials. Any materials directly used in educational activities of youth can be termed as curriculum materials. In this project, textbooks used in social science will be the only concern.

Junior high school. A junior high school is an educational institution consisting of grades seven, eight, and nine.

Personal-social information. Personal-social information is valuable and usable data about the opportunities and influences of human and physical environment which bear on personal and interpersonal relations.¹

Educational information. Educational information is valid and usable data about all types of present and probable future educational opportunities available to youth in today's schools.²

Vocational information. Vocational information is information made available to school children concerning various occupations available to them with the purpose of helping them work toward

¹Willa Norris, and others, The Information Services In Guidance (Chicago: Rand McNally & Co., 1960), p. 23.

²Ibid.

realistic career goals.¹

Limitations of the study. The limitations of the study are as follows:

1. Only twelve currently used junior high school social science textbooks were analyzed.
2. Citizenship education was not included due to its extensiveness throughout social science textbooks.
3. The method of analyzing the specific textbook information was carried out by the investigator and was therefore subjective in nature.

III. THE PROCEDURE

The procedure. This research was carried out by using the following procedures. A study was made of the literature relating to the following areas:

1. Guidance as a part of the modern junior high school.
2. Educational, vocational, and personal-social guidance services in the modern junior high school.
3. Guidance as part of classroom procedure.
4. The teacher's responsibilities as a guidance worker.

¹Norris, op. cit., p. 21.

The objectives of social science and guidance were studied and compared to find relationships between the two areas. The criteria for determining the extent and specific types of guidance material, as shown on page 7, were established. The textbooks for analysis were selected. Items relating to educational, vocational, and personal-social guidance services and their frequency in the textbooks were established by reviewing each book. The guidance information was analyzed to determine its value to the teacher, student, and total guidance program. Conclusions were made on the basis of the findings of the study.

Comparison of objectives. The objectives of guidance and social science were first compared by this investigator. It was found that many of these objectives were similar in nature and substance. Both social science and guidance are concerned with the total development of youth to assure proper adjustment in a democratic society.

Although guidance should be a part of all subjects, social science has a particular responsibility in this area. Although the social science program must inevitably emphasize the social group, the program cannot ignore the individual who seeks to identify himself

with the group.¹ Many of the ideas gained in social science classes are basic to understanding and making good adjustment to the world of today and tomorrow. The aims of social science were found to be centered around certain basic understandings which should be gained by all students. These understandings include developing (1) appreciation for democracy, (2) appreciation of the value of education, (3) good self-concepts, and (4) high moral and spiritual values.²

Guidance also was found to recognize the individual and his adjustment to the group. This investigator found many and varying objectives in the field of guidance. However, they all seem to be centered around the individual and his ability to progress to the optimum with a good realization of his abilities. The basic goal of the guidance program is to assist the individual student to achieve up to the level of his capacity, to meet and solve his problems, and to become a well-balanced and increasingly mature person in all the varied and interrelated aspects of life.³

¹William T. Gruhn and Harl R. Douglas, The Modern Junior High School (New York: Ronald Press Co., 1956), p. 148.

²Clarence D. Saniford, "Can Social Studies Objectives Be Accomplished with Present-Day Textbooks," Social Studies XLV, (April, 1954), pp. 134-137.

³J. Anthony Humphreys and others, Guidance Services (Chicago: Science Research Associates, Inc., 1960), pp. 82-83.

In comparing the objectives of social studies and guidance, this investigator found the following to be common to both areas:

1. Self-realization.
2. Proper adjustment to environment.
3. Becoming a successful contributor to a democratic society.
4. The value of education to the individual.
5. Understanding the world of work.

Establishment of criteria. The criteria for determining educational, vocational, and personal-social guidance information available for classroom use were determined by investigating the specific goals of the information service in the junior high school guidance program. The criteria for determining the specific types of guidance information were the established definitions of vocational, educational, and personal-social information. The major goals concerning vocational, educational, and personal-social guidance services are as follows:

Vocational guidance objectives:

1. To learn about broad fields of work.
2. To see relationships of occupational fields to curricular choices.
3. To learn about information concerning specific jobs.
4. To understand the means of obtaining accurate, up-to-date information about the occupational world.

5. To understand significance and scope of vocational planning.¹

Educational guidance objectives:

1. To gain an understanding of the value of an education.
2. To learn about the importance of staying in school.
3. To learn about selecting school courses.
4. To learn relationship of specific courses to vocational plans.
5. To develop good study habits.²

Personal-social guidance objectives:

1. To gain an understanding of bodily changes and personal appearance.
2. To learn the value of proper health in the following areas:
physical, mental and emotional.
3. To know the value of wholesome use of leisure time.
4. To learn about the importance of good family relations.
5. To gain an understanding of relations with the opposite sex.³

The criteria for establishing the value of the educational, vocational, and personal-social information to the classroom teacher

¹Willa Norris and others, The Information Services in Guidance (Chicago: Rand McNally & Company, 1960), pp. 119-120.

²Ibid., pp. 176-177.

³Norris, op. cit., pp. 220-222.

were (1) currency and readability for the students, (2) extensiveness, and (3) completeness. If these three requirements were met, the information was considered valuable for classroom use.

Selection of textbooks. This investigator found a large number of textbooks available in the field of social science. In all, twenty-four textbooks were considered. This investigator contacted the publishers of these twenty-four textbooks to determine the extensiveness of their use throughout the United States. The final decision as to choice of textbooks to be examined was made on the basis of the following criteria:

1. The availability of the textbooks to the investigator.
2. Extensiveness of use in Iowa and other states.
3. Use in Des Moines Public Schools and familiarity to the investigator.
4. The currency of the copyright date.

A total of twelve textbooks were selected, including four in each grade-seven, eight and nine. The publishers of all selected textbooks were contacted to determine the extensiveness of use of these textbooks in Iowa and throughout the United States. The following textbooks were selected on the basis of their wide circulation:

<u>Title</u>	<u>Grade</u>	<u>Author's Last Name</u>	<u>Publisher</u>	<u>Copyright Date</u>
World Geography	7	Bradley	Ginn and Co.	1960
A World View	7	Sorensen	Silver Burdett	1959
Our World and It's People	7	Kalevzon	Allyn & Bacon	1960
This Is America's Story	8	Wilder	Mifflin	1963
Five Centuries In America	8	Drummond	American Book Co.	1964
Adventures of the American People	8	Graff	Rand McNally	1964
Civics for Americans	9	Clark	Macmillan Co.	1961
Your Life as a Citizen	9	Smith	Ginn and Co.	1961
Civics	9	Allen	American Book Co.	1960

The following textbooks were chosen because they have been or are now being used in the Des Moines Public Schools:

<u>Title</u>	<u>Grade</u>	<u>Author's Last Name</u>	<u>Publisher</u>	<u>Copyright Date</u>
The World Today	7	Kohn & Drummond	McGraw-Hill	1963
Our United States	8	Eibling	Laidlaw Bros.	1959
Our American Government	9	Dimond	Lippincott Co.	1963

Examination of textbooks. All twelve textbooks were read and examined. Information relating to vocational, educational, and personal-social guidance was listed according to its specific type. The information obtained was recorded separately for each textbook and grade level. The items were then tabulated in chart form and specific examples were shown.

Analysis of data. The guidance information obtained was analyzed and compared to the specific goals of the information service of guidance. The purpose of this analysis was to determine the worth of located guidance information to the classroom teacher as well as to the student. Finally, conclusions were drawn by this investigator concerning the value of the information to the classroom teacher, the students, and the total guidance program of the junior high school.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written concerning guidance in the junior high school. The purposes of such guidance are available from many sources. The responsibilities of the classroom teacher also have been studied thoroughly. The literature reviewed was designed to show (1) the importance of guidance in the junior high school; (2) the importance of the classroom teacher to the total guidance program; and (3) the need for vocational, educational, and personal-social guidance information in the modern junior high school.

I. GUIDANCE AS A PART OF THE MODERN

JUNIOR HIGH SCHOOL

Guidance services have come to be a very important part of the junior high school. If the objectives of education remain centered around the individual development of youth, then guidance must be present. The purposes of guidance are centered around the individual. Founce and Clute defined the purpose of guidance in the modern junior high school as follows:

Viewing the life of the individual as a whole, guidance may be said to have as its purpose helping the individual to discover his needs, to assess his potentialities; gradually to develop life goals that are individually satisfying and socially desirable to formulate plans of

action in the service of these goals and to proceed to their realization.¹

Helping the individual meet his basic needs is a major purpose of guidance in the junior high school. Every individual has a need to develop to his potential or he will not become a happy, well-adjusted member of society. This previous statement also brings out the responsibility of the school. If the school is to develop students to their potential, then guidance must be available to fulfill this objective.

The goals of guidance in the junior high school as stated by Rohrbaugh are as follows:

1. Help the pupil to understand himself.
2. Teach the pupil how to get along with other people and to understand the world in which he lives.
3. Help each pupil to get the most out of school.
4. Help the pupil explore his own interest and abilities, to learn about various aspects of the world of work, and to learn to make the most of his abilities.²

Every pupil at every age needs guidance. Guidance has come to be known as one of the principal functions of the school. Unless the

¹Roland C. Founce, and Morrel J. Clute, Teaching and Learning in the Junior High School (Belmont, Calif.: Wadsworth Publishing Co. Inc., 1961), p. 216.

²Elwood L. Rohrbaugh, "What are Current Trends in Guidance Services in the Junior High School," The Bulletin of the National Association of Secondary-School Principals, XL (April, 1956), p. 195.

school does an adequate job in the guidance area, the other school services will be less effective.¹

II. EDUCATIONAL, VOCATIONAL AND PERSONAL-SOCIAL GUIDANCE SERVICES IN THE MODERN JUNIOR HIGH SCHOOL

All guidance areas are important at the junior high school level. Many junior high schools include the information service as a basic guidance obligation. Modern trends in the junior high school guidance program were stated by Ferguson as follows:

The modern trend in guidance is to characterize the program by three types of guidance: (1) educational guidance, (2) vocational guidance, and (3) personal guidance.²

Pupils in junior high school should not select their future vocation, yet it is important that every individual make full use of his opportunities to broaden his vocational knowledge. It is also important that the child gain a better understanding of his own powers and limitations with respect to occupational requirements. Since child labor is no longer used, vocational guidance in junior high school has changed. It is now the responsibility of the junior high school to provide vocational informa-

¹Ibid., p. 197

²J. E. Ferguson, "What are Trends in Guidance Services for the Junior High School," The Bulletin of the National Association of Secondary-School Principals, XLIII (April, 1959), p. 47.

tion in a very general way.¹

Occupational information at the junior high school level is aimed generally at providing information that will aid students in making present and future vocational choices. Vocational objectives which should be included at the junior high school level include the following:

1. To learn about broad fields of work.
2. To secure information about specific job employment.
3. To see the relationship of these fields to curricular choices.
4. To understand the means for obtaining accurate and up-to-date occupational information.
5. To understand the significance and scope of vocational planning.²

There is also much educational information which should be available to all junior high school youth. Junior high school provides educational stepping stones to the future. Here is where plans are made for future education. Educational information in the junior high school should include:

1. Courses and subjects in the school.
2. Social activities.

¹William T. Gruhn, and Harl R. Douglas, The Modern Junior High School (New York: Roland Press, 1956), p. 246.

²Willa Norris and others, The Information Services In Guidance (Chicago: Rand McNally & Co., 1960), pp. 119-120.

3. Nature and purposes of educational guidance services.
4. High school curricula available locally.
5. Good study habits.
6. Relationship of specific high school curricula to vocational opportunities.¹

The junior high school student should obtain educational information to assure proper adjustment as a citizen. If educational information is not made available to each student, the school is not doing its job properly.

III. GUIDANCE AS PART OF THE SCHOOL CURRICULUM AND CLASSROOM PROCEDURE

The educational curriculum consists of all activities available to the student while in school. However, the classroom plays the most important part in making an orderly curriculum available to all youth. In the classroom, the curriculum can be made to meet the needs of youth. The curriculum also can be concentrated on specific needs, providing activities to fulfill them.

In the classroom, it is difficult to distinguish between guidance and the school's program of instruction. Through the past few years,

¹Ibid., pp. 176-177.

classroom instruction has become closely related to the guidance program.¹ Students learn the spirit of cooperation and accepting other people as they actually are. The student can also gain a greater understanding of his own capabilities while taking part in classroom activities.

To the extent that the school conceives its function as that of helping the adolescent meet his needs and solve his problems it organizes its curriculum for this purpose, and again the distinction between education and guidance tends to disappear.²

Again in the above statement the close relationship between the curriculum and guidance is pointed out. When this relationship exists, guidance becomes a part of the regular classroom procedure.

Curriculum experiences may be guidance experiences. In fact, in many cases they should be guidance experiences. The reason for this is that both curriculum and guidance share a common goal, the maximum development of the individual in the American society.³ If this goal is to be attained, then these two areas must be closely integrated for maximum success.

¹Roland C. Founce, and Morrel J. Clute, Teaching and Learning in the Junior High School (Belmont, Calif.: Wadsworth Publishing Co. Inc., 1961), p. 219.

²Harold Alberty, Recognizing the High School Curriculum (New York: Macmillan Co., 1953), p. 234.

³Ira J. Gordon, The Teacher as a Guidance Worker (New York: Harper and Brothers Publishers, 1956), p. 9.

Classroom teaching is inseparable from guidance; the teacher guides as well as teaches...guidance should be regarded as an essential aspect of the work of the classroom teacher.¹

The classroom teacher has the sole responsibility for the student in her individual classroom, therefore, guidance-centered activities must occur with the teacher's direction. Guidance has been shown to be part of the curriculum as well as an important aspect of classroom procedure. Hence, there must be a vital relationship between these areas of the over-all school program.

IV. THE TEACHER'S RESPONSIBILITY AS A GUIDANCE WORKER

The guidance program, in order to operate successfully, must have the cooperation of the classroom teacher. The five essentials of a guidance program were outlined by Ohlsen as follows:

1. The guidance program should be built around the needs of youth.
2. The classroom teacher is the key figure in the program.
3. Trained specialists are needed.
4. Support of school administration is necessary.

¹"Association for Supervision and Curriculum Development," Guidance in the Curriculum (Washington, D.C.: The Association Year-book, 1955), pp. 5-13.

5. Cooperation among teachers, administrators, and trained specialists is essential.¹

In studying these five essentials, the classroom teacher is pointed out as being the key figure. No guidance program can be successful without cooperation from the teacher. It is the teacher who sees his students every day in all kinds of situations. The counselor does not always see the student as the teacher does. Also the relationship with the student is different with the classroom teacher than the counselor.

The teacher's role in guidance as stated by Gordon is as follows:

The teacher is directly and intimately involved in guidance activities. He plays a key role in the guidance program...This holds true at all levels of education from kindergarten through college. The specialist is necessary, but the teacher is the basis of any good guidance program.²

The age level does not seem to matter, for the teacher is important at all levels. Junior high school teachers must also take an active part in a successful guidance program.

In the junior high school, the curriculum is designed to meet individual needs. If the curriculum is to be centered around the real

¹Merle M. Ohlsen, Guidance an Introduction (New York: Harcourt, Brace & World, Inc., 1955), pp. 7-8.

²Ira J. Gordon, The Teacher as a Guidance Worker (New York: Harper and Brothers Publishers, 1956), pp. 6-7.

problems of junior high school youth in today's world, then most certainly the teacher must become involved. In solving these problems, the teacher must cooperate fully with the guidance services of the school. If this cooperation exists, these problems will be solved more effectively, and thus produce better adjusted youth for today's society.¹

"Guidance today is based on a unitarian concept."² It is not separated, but operates through classrooms, homerooms, counselors and teachers; and the major agent in the process is the classroom teacher. The teacher can evaluate the student's own abilities to solve his problems. The counselor's testing program can measure abilities, interests, and achievements, but it cannot measure efforts and attitudes of the students. The classroom teacher is in a position to detect attitudes or problems as soon as they appear.³ This early detection can help to solve smaller problems before they become complex and difficult. The counselor may not see his counselee for a long period of time. The teacher, however, not only sees him, but works with him individually

¹Anthony J. Humphreys and others, Guidance Services (Chicago: Science Research Associates, Inc., 1960), pp. 181-184.

²Harold Alberty, Recognizing the High School Curriculum (New York: Macmillan Co., 1953), p.221.

³Ibid.

every school day. Therefore, the classroom teacher has become a very necessary part of the modern guidance program.

V. VOCATIONAL, EDUCATIONAL AND PERSONAL-SOCIAL RESPONSIBILITIES OF THE CLASSROOM TEACHER

The classroom teacher has some specific obligations concerning the information services of guidance.

The modern trend in guidance is to characterize the program by types of guidance: (1) educational guidance, (2) vocational guidance, and (3) personal guidance. Every teacher in a given school needs to be aware of these areas of guidance and inject them into her classroom procedure.¹

This statement points out the awareness teachers need in guidance areas. It has become the teacher's responsibility to make educational, vocational, and personal-social information available to students. In fact, this activity should be a part of everyday classroom procedure.

The teacher's responsibilities to the guidance program have been pointed out by various guidance authorities. It has been stated that among the guidance duties and responsibilities of classroom teachers are the following:

¹J. E. Ferguson, "What are Trends in Guidance Services for the Junior High School," The Bulletin of the National Association of Secondary-School Principals, XLIII (April, 1959), p. 47.

1. To provide opportunities for the development and improvement of a child's social relations.
2. To help the pupil learn to solve his own problems and to direct his own actions wisely.
3. To inform children of vocational and educational implications of the subject taught.¹

Guidance information must be available to the teacher if these responsibilities are to be successfully fulfilled in the classroom. Teachers should be told how to present guidance material so it may be of value to their students. This information is needed to promote the development of the total child in today's democratic society.

¹Theralt Herrick, "Guidance Services in the Junior High School," Readings in Guidance (New York: David McKay Co., Inc., 1962), p. 414.

CHAPTER III

GUIDANCE INFORMATION IN SELECTED JUNIOR HIGH SCHOOL SOCIAL SCIENCE TEXTBOOKS

The purpose of this chapter is to present an overview of the social science courses in the junior high school and to present guidance information gained from a review of the selected textbooks.

The following social science courses were found by this investigator to be offered in junior high school:¹

<u>Grade</u>	<u>Subjects Taught</u>
7	Geography
8	United States History
9	Civics and Citizenship

Since the above sequence was found to be the one in most common use throughout the United States, this investigator used textbooks from these courses to determine what guidance-centered information was included at each grade level.²

¹Edgar B. Wesley and Stanley P. Wronski, Teaching Social Studies in High Schools (Boston: D.C. Heath & Co., 1958), p. 142.

²Ibid.

I. GUIDANCE INFORMATION IN SEVENTH GRADE GEOGRAPHY TEXTBOOKS

Geography was found to be the subject most taught in the seventh grade social science curriculum.¹ This course usually includes a complete study of the following world cultural areas: Anglo-America, Latin America, Europe, Soviet Union, Middle East, Orient, and Africa. The cultural units were found to be studied from the stand-points of history, topography, economic and political activities. In addition to the cultural study, there was also a study of climates and world political areas.

Four of the major objectives of seventh grade geography are as follows:

1. To understand the meaning of place and location.
2. To understand how man provides for his needs and wants.
3. To develop an understanding of the world around him.
4. To promote man's progress.²

These objectives, if accomplished, would give the student a better understanding of the world and his part in it as a citizen of the United

¹Wesley, loc. cit.

²Edward R. Kolvezon, and John A. Heine, Our World and Its People, Teachers Manual (Boston: Allyn and Bacon, Inc., 1960), pp. 1-5.

States.

Table I provides an analysis of information found in surveyed seventh grade textbooks. The greatest number of items relating to guidance information in seventh grade was in the vocational information area with 1,478 items. There were also 459 references to educational information located in the twelve textbooks analyzed. The smallest number of references found by this investigator were in the personal-social guidance area with 293 examples.

Educational information. Each of the following quotations is an example of educational information found in the four selected seventh grade geography textbooks:

Most countries have learned that as literacy increases, there are other gains that go along with it. With greater knowledge and better communications, people can more easily take part in government. They can learn of ways to improve their health. They can learn of better ways of working, so that probably their income will be increased. This, in turn, will help them get the medicines they need, and will help support more schools. The results are far reaching, therefore, when nations improve their standing in literacy.¹

Europeans appreciate the things that education has enabled them to enjoy. Books and newspapers are sold everywhere. Libraries are well stocked and used. An afternoon at a museum is a common pastime. In this atmosphere, art, music, and literature flourish.²

¹Clarence W. Sorensen, A World View (Morristown, N.J.: Silver Burdett Co., 1959), p. 379.

²Clyde F. Kohn and Dorothy Weitz Drummond, The World Today (New York: McGraw-Hill Book Co. Inc., 1963), p. 310.

TABLE I

FREQUENCY WITH WHICH GUIDANCE CENTERED SENTENCES, PARAGRAPHS,
PICTURES, AND ILLUSTRATIONS APPEARED IN FOUR
SELECTED SEVENTH GRADE GEOGRAPHY TEXTBOOKS*

Area of Information	Number of Sentences	Number of Paragraphs	Number of Pictures	Number of Illustrations	Total
Educational	114	182	155	8	459
Vocational	138	648	595	97	1478
Personal-Social	101	141	48	3	293

*The World Today
World Geography
A World View
Our World and It's People

Every state in the United States requires its young citizens to attend school. In most states education is required until the age of 16. Citizens in a democracy need to be educated in order to take part in their government. Schools also give training in skills needed for success in the economic life of the country. By giving its citizens the education they need, a democratic government helps the people to progress.¹

Vocational information. The following quotations are examples of vocational information located in four selected seventh grade geography textbooks:

Like all other living creatures, man must eat and drink. Unlike most other creatures, he must also provide himself with more or less elaborate forms of clothing and shelter. In meeting these basic needs he takes part in certain basic occupations. These occupations are everywhere related to the localities where they take place.²

A list of all the kinds of work in a modern city would be almost endless. Look at the classified telephone directory in even a small city. You may see hundreds of different headings.

Yet, almost all city workers may be divided into a few groups--especially manufacturing, trade, transportation, and special services. All types are seen in Sunbury.³

Argentina--meat packing and flour milling, Brazil--food processing and textiles. These illustrations help to explain why it is said that industry depends on agriculture in Latin America. Factories process raw materials which are raised on nearby farms.

¹Edward R. Kolvezon, and John A. Heine, Our World and Its People (Boston: Allyn and Bacon, Inc., 1960), p. 71.

²John Hodgdon Bradley, World Geography (Boston: Ginn and Co., 1960), p. 10.

³Sorensen, op. cit., p. 19.

Buenos Aires has the world's largest refrigerating plant to prepare Argentine chilled beef for the world market.¹

Personal-social information. Each of the following quotations is an example of personal-social information located in four selected seventh grade geography textbooks:

We must keep in mind, however, that man can learn bad patterns as well as good ones. He is not born with prejudices, for example. He "learns" them. But he can "unlearn" them, too. Man can change almost any of his beliefs or actions-- provided he feels the change is worth making.²

The people of the Far East believe that the family is much more important than the individual. In China for many years the law said that if a man was killed, someone must be put to death for the murder. If a rich man killed a person, he was allowed to find a poor man to take the penalty. The man was paid to give up his life, and was willing to do so in order to benefit his family from the money he received.³

Villagers in the rain forest lead simple lives. They need little clothing. Heating is never a problem; their houses must be built only as a shelter from rain.⁴

II. GUIDANCE INFORMATION IN EIGHTH GRADE

SOCIAL SCIENCE TEXTBOOKS

United States History was found to be the social science subject most taught in junior high schools at the eighth grade level. This

¹Kolevzon, op. cit., p. 200.

²Kohn, op. cit., p. 23.

³Kolevzon, op. cit., p. 415.

⁴Kohn, op. cit., p. 257.

made up the second year of a three year program in many public schools. A history of the United States was also taught in grade eleven in many of the nation's schools.¹

United States History usually covers the full scope of American heritage. The subject begins with discovery and exploration and ends in the space age. Also much emphasis was found to be placed on current events, usually looking at the United States as a world leader.

There are many specific objectives of United States History. However, five of the most important were as follows:

1. To gain a general chronological idea of the story of the United States from the earliest times as an aid to understanding the present.
2. To gain enthusiasm for the ideals of democracy as a form of government.
3. To appreciate the manner in which the United States has developed through the stages of dependency, isolation, imperialism, and cooperation in international affairs.
4. To gain an understanding of and appreciation for the American way of life as opposed to other beliefs and practices.

¹Edgar B. Wesley and Stanley P. Wronski, Teaching Social Studies in High Schools (Boston: D.C. Heath and Co., 1958), p. 142.

5. To sense fully the possibilities the United States has of assuming the leadership in activities leading to world peace.¹

If these objectives are properly met, the eighth grade student gains a great understanding of and appreciation for the rich American heritage.

Table II shows an analysis of guidance related items in surveyed eighth grade textbooks. The greatest number of guidance related items in eighth grade was in the vocational information area with 529 examples. There were 492 references to educational information in the textbooks. The smallest number of examples located by this investigator were in the personal-social guidance information area with 342.

Educational information. The following quotations are examples of educational information located in four selected eighth grade United States History textbooks:

But the American colonists believed in book-learning, and once the colonies became a republic, education was even more important. The nation needed qualified leaders and it needed qualified voters.²

As the United States has grown, so has the American ideal of freedom taken on wiser meaning. It includes the right to choose a job, to run a business, to travel and to live where you wish.

¹Edgar B. Wesley and Stanley P. Wronski, Teaching Social Studies in High Schools (Boston: D.C. Heath and Co., 1958), pp.27-29 and pp. 77-80.

²Harold H. Eibling and others, Our United States (River Forest, Ill.: Laidlaw Brothers, 1959), p. 15.

Our system of public schools makes it possible for American boys and girls to get an education which prepares them to live useful and satisfying lives. Americans are free to explore the world of science on their own in search of new knowledge.¹

"No person who is a friend of liberty will be against a large expense in learning," declared an American writer in 1798. What he meant is that people who can read, write, and form sound opinions are better able to govern themselves wisely than people who cannot do these things. Thomas Jefferson believed that all persons should attend school. "Enlighten the people generally," he wrote, "and tyranny and oppressions of body and mind will vanish like evil spirits at the dawn of day."²

Vocational information. Examples of vocational information located in four selected eighth grade United States History textbooks are as follows:

The age of automation threatens to make this time lag longer. The new jobs that are opened up by automation usually require training and skill. Workers who have lost their jobs to machines have to be retrained to do new jobs. This takes both time and money.³

A new nation must make a place for itself among nations just as a young man must make his way in the world. The average young man wants to be successful in his job, popular among his friends, happy in his family life. When he first goes to work, he has had little experience and is untested. What he does will help to determine whether he travels the path to success and happiness, or another road that leads to disappointment and failure.⁴

¹Howard B. Wilder, and others, This is America's Story (Boston: Houghton Mifflin Co., 1963), p. 7.

²Donald F. Drummond and others, Five Centuries in America (New York: American Book Co., 1964), p. 350.

³Ibid., p. 631

⁴Wilder, op. cit., p. 210.

TABLE II

FREQUENCY WITH WHICH GUIDANCE-CENTERED SENTENCES, PARAGRAPHS,
PICTURES, AND ILLUSTRATIONS APPEARED IN FOUR SELECTED
EIGHTH GRADE SOCIAL SCIENCE TEXTBOOKS*

Area of Information	Number of Sentences	Number of Paragraphs	Number of Pictures	Number of Illustrations	Total
Educational	170	274	40	8	492
Vocational	157	243	74	55	529
Personal-Social	107	204	23	8	342

*This is America's Story
Five Centuries in America
Adventures of the American People
Our United States

On the economic side, the most important change was the freeing of the middle class of people to engage in businesses of their own choice without having to compete with monopolies protected by government.¹

Personal-social information. The following quotations are examples of personal-social information located in four selected eighth grade United States History textbooks:

Few men or women played outdoor games in America until society took them up in the 1860's and 1870's. By 1890 the working class had time for such activity. From then on, whenever the world of fashion approved a sport, the common man soon accepted it.²

Are we necessarily better off with more free time? The answer to this question depends upon how we spend the extra hours of leisure.

People in the United States do a great many things in their free time. You undoubtedly can find in your own community persons who are following such hobbies as developing their own photographs, building a hi-fi set, repairing furniture, building a house, or gardening. Perhaps the very fact that certain jobs in the age of automation allow the workers to use a little imagination has forced them to turn to "do-it-yourself" hobbies.³

What does a man want today when he builds a home? He wants shelter, first and always; then comfort and convenience; then beauty. Then he wants a place where he can relax and visit with his friends. Finally, perhaps, he wants a chance to display his good taste, his wealth, or his position.⁴

¹Henry F. Graff, and John A. Krout, The Adventures of the American People (Chicago: Rand McNally and Co., 1963), p. 224.

²Harold H. Eibling and others, Our United States (River Forest, Ill.: Laidlaw Brothers, 1959), p. 632.

³Donald F. Drummond and others, Five Centuries in America (New York: American Book Co., 1964), p. 632.

⁴Harold H. Eibling and others, Our United States (River Forest, Ill.: Laidlaw Brothers, 1959), p. 12.

III. INFORMATION FOUND IN NINTH GRADE

SOCIAL SCIENCE TEXTBOOKS

One of the most important goals of education in a democratic country is to develop responsible citizens.¹ Good citizenship was also found to be one of the major objectives of every social science course. Even though separate courses in history, geography, sociology, and economics promote responsible citizenship in an indirect way, there seems to be an important place in the curriculum for a specific course called civics or citizenship.²

The civics course tries to teach the various responsibilities of citizens in America. This course promotes civic attitudes by presenting the different situations a citizen will meet in society. Civics also includes a brief introduction to United States government and its operation. This course includes other important areas relating to civic responsibilities such as education, vocations, community resources, health, personality, and proper use of leisure time.

The objectives of a civics course are basically concerned with citizenship. The major goals of civics include the following:

¹Harriet Fullen Smith and George G. Bruntz, Your Life as a Citizen (Boston: Ginn and Co., 1961), p. M2.

²Ibid.

1. To gain an appreciation of the role of such basic social institutions as home, school, church, and voluntary associations.
2. To understand wise use of natural resources and of leisure time.
3. To gain knowledge of a vocational area which will make maximum use of one's abilities.
4. To understand our economic system and the citizen's role in economic life.
5. To understand the improvement of human relations.
6. To understand important governmental concepts.¹

Table III presents the number of items found in the four ninth grade textbooks which were analyzed. The largest number of references to guidance information was in the personal-social area with 799 examples. There were 778 items relating to vocational information located in reviewed ninth grade social science material. The smallest number of references located in the ninth grade social science material by this investigator was in the educational area with 638.

Educational information. Examples of educational information located in four selected ninth grade social science textbooks are as follows:

¹Ibid.

TABLE III

FREQUENCY WITH WHICH GUIDANCE-CENTERED SENTENCES, PARAGRAPHS
PICTURES, AND ILLUSTRATIONS APPEARED IN FOUR SELECTED
NINTH GRADE SOCIAL SCIENCE TEXTBOOKS*

Area of Information	Number of Sentences	Number of Paragraphs	Number of Pictures	Number of Illustrations	Total
Educational	193	380	52	13	638
Vocational	214	411	114	39	778
Personal-Social	193	521	69	16	799

*Civics for Americans
Your Life as a Citizen
Our American Government
Civics

So education continues beyond the school. The person who thinks that his education is complete when he graduates from school has forgotten that many things are constantly changing. In order to have intelligent opinions we must always be searching for up-to-date information. A good beginning in school makes it easier for us to continue to learn about ourselves and the world around us.¹

Most of the students using this textbook have completed the eight grades of elementary education. In many communities the ninth grade is the final year of junior high school. In many others it is the first year of high school. In either case the ninth grade is an especially important year.

If you plan to go to work immediately following high school, your employer will be particularly interested in your high school record. You now have opportunities to set new standards for quality of work and industriousness.

Likewise, if you are among the large percentage of American youth who are expected to continue their education in college, your high-school record will be of great importance. Already many colleges receive many times more applications for admission than they can accept. One's high-school record is still one of the best indicators of success in college. Only those students with good records can expect to have an easy time getting into the college of their choice.²

By helping you build good study habits, school helps you to reach your goals in life. School offers you opportunities to learn how to be a better citizen in your community and a better member of your family. It provides ways for you to build a solid foundation for your life's work. Everything depends, you see, on how well you study and learn. School has much to give you. But school can't hand it to you on a silver platter. You have to come and get it.³

¹Nadine I. Clark and others, Civics for Americans (New York: The Macmillan Co., 1961), p. 108.

²Harriet Fullen Smith and George G. Bruntz, Your Life as a Citizen (Boston: Ginn and Co., 1961), pp. 22-23.

³Jack Allen and Clarence Stegmeir, Civics (New York: American Book Co., 1960), p. 55.

Vocational information. The following quotations are examples of vocational information located in four selected ninth grade social science textbooks:

Satisfying work contributes to good citizenship in another way. A vocation that gives us satisfaction is one of the surest roads to personal happiness. Certainly the worker who is happy in his job is more likely to have good feelings toward his fellow men. This is the heart of good citizenship.¹

The main reason, of course, is that the selection of a career will help you choose the best possible course of study for the next few years. If your chosen vocation requires a college education, now is the time to begin preparing for college entrance. If your job choice does not require advanced training, what high-school courses will help you develop the skills you will need to get and hold a job.

Time goes by quickly. If you try to think this matter through now, each actual decision, as well as your final choice of occupation, will be easier when the time comes to make it...²

Some of us, for example, have a high degree of mechanical aptitude. We are skillful in using our hands. We can make things, operate machines, use tools. Others of us have very little mechanical aptitude, but have a high degree of artistic skill. We can draw and paint and make designs. Some others have a great deal of literary ability. These persons wrote well and can create stories and poems. Still others have musical ability and can play instruments and even compose music. Of one thing you may be sure. You have some kind of ability. There is something that you can do well. What is it? Finding out what it is, is the problem.³

¹Ibid., p. 513.

²Smith, op. cit., p. 379.

³Nadine I. Clark and others, Civics for Americans (New York: The Macmillan Co., 1961), pp. 106-107.

Personal-social information. The following quotations are examples of personal-social information located in four selected ninth grade social science textbooks:

In choosing your recreational activities, you should bear in mind that at least one of them should be worth going on with as you grow older. Art and music are in this group or recreational activities. So are reading, photography, gardening, stamp collecting, and many other activities which interest people of all ages.¹

Even now you cannot leave all responsibility for your health to your parents. And later on, even though your employer is willing to help, you will not want to be on his "case" list. Use the following questions to take a health inventory.

1. When you know something is wrong do you report it and try to improve the condition?
2. What is your immunization record?
3. Do you arrange for periodic physical examinations?
4. Can you tell when you are coming down with something?²

You will always be facing situations and problems that challenge you to think your way through to solutions. Many problems that you will encounter as a citizen are put to you in the pages of this book. These are the human problems, problems involving people. Unlike the problems in your mathematics and science books, they have no exact answers. Solutions for human problems are seldom completely right or wrong. In dealing with such problems, you have to make choices. In making your choices you are really looking for the best answer, not the only answer.³

¹Ibid., p. 147.

²Harriet Fullen Smith and George G. Bruntz, Your Life as a Citizen (Boston: Ginn and Co., 1961), pp. 344-345.

³Jack Allen and Clarence Stegmeir, Civics (New York: American Book Co., 1960), p. 62.

CHAPTER IV

ANALYSIS OF GUIDANCE INFORMATION

LOCATED IN SELECTED TEXTBOOKS

It was the purpose of this chapter to determine the guidance value of the information located in the selected textbooks.

Many references to information relating to vocational, educational, and personal-social guidance services were contained in the selected junior high school social science textbooks. The value of this information to the students, teachers, and the total guidance program would depend a great deal on how this material was used in the classroom. If the material were taught in depth and put on a level at which it could be understood by students, the material would be of great value in presenting guidance information. However, if the guidance material were not related to the individual himself, little guidance value would be gained. The guidance-minded teacher could use this material profitably in the classroom. However, since the investigation was to determine the usefulness of guidance-centered material to the students and to the total guidance program, the value was assessed in terms of its adequacy to fulfill the goals of the information services in the modern junior high school.

I. THE GUIDANCE VALUE OF EDUCATIONAL INFORMATION IN JUNIOR HIGH SCHOOL SOCIAL SCIENCE TEXTBOOKS

The goals and objectives of the educational information services are as follows:

1. To receive information about the value of an education.
2. To receive information about the importance of staying in school.
3. To receive information about selecting school courses.
4. To learn the relationship of specific courses to vocational plans.
5. To develop good study habits.¹

The value of an education and the importance of the school itself were brought out in all textbooks investigated. However, they were often presented in such a manner that it would be difficult for children to understand without the guidance of an informed teacher.

Seventh grade geography textbooks. There were 459 references to educational guidance information in investigated seventh grade social science textbooks. Many of these references would not benefit the student without assistance in the classroom. For example, in all

¹Willa Norris and others, The Information Service in Guidance (Chicago: Rand McNally & Company, 1960), pp. 176-177.

geography textbooks investigated, it was noted that underdeveloped countries of the world are those where the illiteracy rate is very high. In the book entitled Our World and Its People, it was pointed out that one of India's greatest problems is that eighty per cent of its people are illiterate.¹ This shows the value of an education to different countries of the world.

The development of good study habits was included in the seventh grade textbooks. This was done by actually putting aids to study within the written material. Most units in seventh grade textbooks began with a unit overview. This overview pointed out important points to look for while reading. There also were many reading comprehension checks within the textbooks.

The extent of educational information in seventh grade books varied a great deal with the specific textbook being reviewed. In seventh grade many ideas were stated, specifically telling about education around the world. There also were many attempts made to improve the study habits of seventh grade students.

Eighth grade social science textbooks. The eighth grade textbooks that were investigated contained 492 references to educational

¹Edward K. Kolevzon and John A. Heine, Our World and Its People (Boston: Allyn and Bacon, Inc., 1960), p. 417.

information. Many of the references to educational information in eighth grade material were related to the development of education in America.

The eighth grade textbooks presented educational information only as an aid in trying to produce responsible citizens in a democratic society. Very little attention was given to the value of a higher education.

The eighth grade textbooks contained a smaller number of references to educational information than did the seventh and ninth grade textbooks. Due to the lack of educational information included in eighth grade textbooks, these books would be of very little value to the student or to the total guidance program.

Ninth grade social science textbooks. Educational information relating to guidance was both adequate and usable in all investigated ninth grade textbooks. In the ninth grade textbooks there were many references concerning the value of an education to the individual student. The value of an education was stressed specifically in paragraphs such as the one in the book entitled Civics for Americans.¹ In this section it was stated that a student must be well educated in order to progress in today's modern society.

¹Nadine I. Clark and others, Civics for Americans (New York: The Macmillan Co., 1961), p. 108.

The development of good study habits was also found to be stressed in ninth grade material. Many sections of the civics books currently in use stated the worth of good study habits. An example of this was found in the book entitled Civics.¹ In this book, reasons for good study habits were given and many ideas were presented for student use in learning about them.

II. THE GUIDANCE VALUE OF VOCATIONAL INFORMATION IN JUNIOR HIGH SCHOOL SOCIAL SCIENCE TEXTBOOKS

The objectives of vocational information services at the junior high level were as follows:

1. To understand and learn about broad fields of work.
2. To see the relationship of occupational fields to curricular choices.
3. To obtain information concerning specific jobs.
4. To understand the means of obtaining accurate, up-to-date information about the occupational world.
5. To understand the significance and scope of vocational planning.²

¹Jack Allen and Clarence Stegmeir, Civics (New York: American Book Co., 1960), p. 55.

²Norris, op. cit., pp. 119-120.

Many of the vocational objectives were included in junior high school social science textbooks.

Seventh grade geography textbooks. There were 1,478 references to vocational guidance information in the seventh grade social science textbooks. Of the three areas of information services investigated, reference to the vocational information area was found to be most frequent in seventh grade material.

Learning about broad fields of work was found to be well covered in seventh grade geography textbooks. These books usually contained information about various countries and ways to make a living. They also stated the effect climate and topography have on occupations of various people and ways of earning a living. An example of how these vocational areas are discussed was found in the book entitled A World View.¹ In this book there are many illustrations telling of rural agricultural families and how they live.

The only other major vocational objective which was included in seventh grade material was that of gaining information relating to specific jobs. A great deal of information concerning specific jobs was illustrated in seventh grade textbooks. An example of the many

¹Clarence W. Sorensen, A World View (Morristown, N.J.: Silver Burdett Co., 1959), pp. 261-262.

illustrations located can be found in the book entitled Our World and Its People.¹ This book presents vocational areas by paragraphs, pictures, and illustrations.

Eighth grade social science textbooks. Eighth grade vocational information in investigated textbooks appeared to be very inadequate. There were many references made to broad fields of work in the United States, but a very small amount of this information was current data. The history of agriculture and manufacturing was explained thoroughly in eighth grade textbooks. However, these fields of work as they exist in America today were not included.

Ninth grade social science textbooks. The relationship of the curriculum to various fields of work was included in investigated ninth grade social science textbooks. In many sections of selected ninth grade books the subject of high school courses was related to a specific vocation. Two specific curriculums were reviewed in the ninth grade books. For example, in the book entitled Your Life as a Citizen, it was stated that different courses are needed if an individual plans to go to college than if he plans to enter the field of work immediately

¹Edward R. Kolvezon and John A. Heine, Our World and Its People (Boston: Allyn and Bacon, Inc., 1960), pp. 96-97.

after leaving school.¹ In this way, this book and other civic books are useful in meeting the vocational objective of presenting curriculum material relating to fields of work.

III. THE GUIDANCE VALUE OF PERSONAL-SOCIAL INFORMATION IN JUNIOR HIGH SCHOOL SOCIAL SCIENCE TEXTBOOKS

The objectives of the personal-social information services as stated in the procedure of this report were as follows:

1. To receive information about bodily changes and personal appearance.
2. To receive information about proper health in the following areas:
physical, mental, and emotional.
3. To receive information concerning the wholesome use of leisure time.
4. To receive information concerning good family relations.
5. To receive information concerning relations with the opposite sex.²

Since social science textbooks generally deal with factual material, seventh and eighth grade textbooks contained very little

¹Harriet Fullen Smith and George G. Bruntz, Your Life as a Citizen (Boston: Ginn and Co., 1961), pp. 22-24.

²Willa Norris and others, The Information Service in Guidance (Chicago: Rand McNally & Company, 1960), pp. 220-222.

material concerning personal-social guidance information. However, this investigator did find a great deal of material relating to the personal-social information services at the ninth grade level.

Seventh grade geography textbooks. It was found by this investigator that very little effective personal-social information was available in investigated seventh grade materials. In seventh grade textbooks, few specific references were made to fulfill the objectives listed. The only three objectives covered to any great extent were those relating to leisure time, proper health, and family relations. All three of these objectives were mentioned, but no great detail was given to them. There were some sections given to the use of leisure time around the world, but few statements about the proper and fruitful use of leisure time to the individual. Poor health was pointed out several times in the investigated material, but was usually referred to as a problem of underdeveloped countries.

Eighth grade social science textbooks. There was almost a complete lack of effective personal-social guidance material in the investigated eighth grade textbooks. In only one book was a section located which gave specific reference to leisure time and its proper use.¹

¹Howard B. Wilder and others, This is America's Story (Boston: Houghton Mifflin Co., 1963), pp. 474-491.

The other eighth grade textbooks seemed to be very vague about this subject and more time was allotted to facts and figures about the American government.

Ninth grade social science textbooks. The ninth grade material was found to be adequate in fulfilling the objectives of personal-social information. Entire sections of civics books investigated were devoted to maintenance of proper health. In the book entitled Your Life as a Citizen, activities for gaining and maintaining proper health were listed for students use.¹

A study of family relationships was also included in the civics textbooks. In the book, Your Life as a Citizen, twenty-five pages were devoted to the student's relationship and responsibilities to his family.

The two objectives which were least complete in all the material investigated were those concerning relations with the opposite sex and information concerning bodily changes.

¹Harriet Fullen Smith and George B. Bruntz, Your Life as a Citizen (Boston: Ginn and Co., 1961), pp. 344-345.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

The problem which this investigator considered was one which should be of concern to the professional educator. Curriculum materials in social science must provide information for the total development of adolescents. It was the purpose of this study to analyze selected junior high school social science textbooks and to assess their educational, vocational, and personal-social guidance value to the teacher, the student, and the total guidance program.

A review of literature relating to guidance in the junior high school was first completed. The objectives of social science and guidance were studied and compared to find relationships between the two areas. The criteria for determining the extent and specific types of guidance material were then established. The investigated textbooks were selected according to their extensive use throughout the United States or for their present use in the public schools of Des Moines, Iowa. Items relating to educational, vocational, and personal-social guidance services and their frequency in the textbooks were then established by reviewing each book. The guidance information was then analyzed to determine its value to the teacher, student, and total guidance program.

A total of 2,230 items of vocational, educational, and personal-social information were found in the seventh grade social science textbooks surveyed; 1,363 references in the eighth grade textbooks; and 2,215 in the ninth grade textbooks.

II. CONCLUSIONS

There were 459 items relating to educational information, 1,478 items relating to vocational information, and 293 items relating to personal-social guidance information in the selected seventh grade geography textbooks. Vocational information was covered well in seventh grade textbooks. This information was presented in a way so as to make it valuable to the teachers, students, and to the total guidance program. The references to educational information would be of limited value to the guidance program because they were not presented in terms which could be readily understood by the students. The references to personal-social guidance information were poorly presented and would be difficult for students to grasp without an explanation from the classroom teacher. Vocational information was the only area of the information services which would be of great value to the student, teacher, or to the total guidance program.

There were 492 items relating to educational information services, 529 items relating to vocational information services, and

342 items relating to personal-social information services of guidance in the selected eighth grade social science textbooks. The references to educational information found in eighth grade social science textbooks were not presented in such a way as to be valuable to the guidance program. Vocational information references were covered in the textbooks to help students become acquainted with broad fields of work, but there were no specific fields of work described in eighth grade social science textbooks. There were few references to personal-social information in investigated eighth grade social science textbooks. The personal-social information was very limited in nature and would be of little help to students.

There were 638 items relating to educational information services, 778 items relating to vocational information services, and 799 items relating to personal-social information services of guidance in selected ninth grade social science textbooks. There were many sections of the ninth grade textbooks which could be a great help to the individual student. Many investigated ninth grade materials specifically presented ideas to students concerning their educational futures. The ninth grade textbooks contained many well defined, worthwhile, vocational references to help students become acquainted with specific vocations and make future vocational plans. Ninth grade textbooks were especially complete in the personal-social area of guidance

information. These references would be of great value to students, teachers, and the total guidance program.

There were 1,589 items relating to educational guidance information in all investigated textbooks. As a whole, the educational information area was covered well within the investigated material. These educational references would be very helpful to the teacher, student, and the total guidance program.

In the twelve social science textbooks investigated, there were 2,785 items relating to vocational guidance information. Of the three areas investigated, the vocational information area was covered most completely. Therefore, it was concluded that vocational information was adequately included in the materials investigated. These vocational references would be of great help to the teacher as well as the student.

There were 1,434 items relating to personal-social guidance information in selected junior high school social science textbooks. The majority of these references were included in ninth grade material. The located personal-social guidance material would be of little value at the seventh and eighth grade level. However, there were many references included in ninth grade textbooks which would be of value to the student, the teacher, and the total guidance program.

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